

REVISED 3/24/05
2004-2005 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Reagan Oles
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Claude Elementary
(As it should appear in the official records)

School Mailing Address P. O. Box 209 - 5th & High Street
(If address is P.O. Box, also include street address)

Claude Texas 79019-0209
City State Zip Code+4 (9 digits total)

County Armstrong School Code Number 006902

Telephone (806) 226-3522 Fax (806) 226-2244

Website/URL www.claudeisd.net E-mail reagan.oles@region16.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Bill Wood
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Claude ISD Tel. (806) 226-3522

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Troy Skarke

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other
 3 TOTAL
2. District Per Pupil Expenditure: \$9,460

Average State Per Pupil Expenditure: \$8,029

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural
4. 1.5 Number of years the principal has been in her/his position at this school.
 (Spring 2004 – ½ year, 2004-2005= 1.5 years)
 5.5 If fewer than three years, how long was the previous principal at this school?
 (1998 – Fall 2003= 5.5 years)
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	3	3	6	7			
K	15	8	23	8			
1	12	14	26	9			
2	13	12	25	10			
3	13	14	27	11			
4	16	11	27	12			
5	18	23	41	Other			
6							
			TOTAL STUDENTS IN THE APPLYING SCHOOL →				175

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>91</u> | % White |
| <u>2</u> | % Black or African American |
| <u>4</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>3</u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 13 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	175
(5)	Subtotal in row (3) divided by total in row (4)	.131
(6)	Amount in row (5) multiplied by 100	13.10%

8. Limited English Proficient students in the school: 1 %
2 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Creole

9. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 89

10. Students receiving special education services: 18 %
32 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

10. (cont.)
- | | |
|-------------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 4 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 16 </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> 12 </u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Emotional Disturbance | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 12 </u>	<u> </u>
Special resource teachers/specialists (Counselor, 3 Sp. Ed., Music, 2 P.E.)	<u> 7 </u>	<u> 4 </u> (Speech, Librarian, Nurse, Diagnostician)
Paraprofessionals (Office Staff, Instructional Paraprofessionals)	<u> 4 </u>	<u> 2 </u>
Support staff (Cafeteria, Custodian)	<u> 7 </u>	<u> </u>
Total number	<u> 31 </u>	<u> 6 </u>

12. Average school student-“classroom teacher” ratio: 12:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-04	2002-03	2001-02	2000-01	1999-00
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	97%	96%	95%	93%	96%
Teacher turnover rate	0%	6%	13%	18%	25%

Notes for attendance – 99-00 -- 2 teachers had maternity leave, 1 teacher diagnosed with cancer & out for chemotherapy and sickness; 00-01 -- 2 teachers had maternity leave, 1 teacher- chemotherapy & sickness, 01-02 --1 teacher had maternity leave

Notes for turnover rate – 99-00 --1 teacher retired, 3 teachers moved; 00-01 -- 3 teachers moved; 01-02 -- 1 teacher moved, 1 teacher retired, 02-03 -- 2 teachers moved

PART III – SUMMARY

Claude, Texas is located in Armstrong County, 28 miles east of Amarillo. Claude is a rural town in the Texas Panhandle with a total population of 1,313 people. Families are attracted to Claude for its small town atmosphere, its short commute to Amarillo for employment and shopping, and its excellent school reputation. On Highway 287, a billboard sign states: Claude... Country Living With a View of the City Lights.

Claude Elementary is a Title I school serving 175 students, PPCD through fifth grade. Our caring, competent teachers analyze each child's individual needs for building positive self-confidence and academic success. The entire staff at Claude Elementary has high expectations and strives to do what is needed for every student to succeed. The positive impact shows in our campus Exemplary performance rating for 7 of the last 8 years. Teachers provide tutoring before and after school. We have two full time highly qualified aides that work with students in one-on-one situations or in small groups. Grade level teachers work together to plan and strategize. They also work across grade levels to know what student expectations should be at each grade level. Individualized instruction is the result of teacher feedback through formal testing, informal testing, and observation. As a result, Claude Elementary has received the following:

- ❖ Texas Exemplary Campus, 1996-1997, 1998-2004
- ❖ Texas Successful School, January 1998
- ❖ Texas Monthly Magazine, "Top Performing Schools In Texas", November 2001
- ❖ Distinguished School, Recognized or Exemplary Campus from 1996-2004
- ❖ Gold Performance Acknowledgement –
 - 2000-2001 Attendance Rate
 - 2002 Attendance Rate
 - 2003-2004 Commended on Reading/ELA, Math, Writing, Science
- ❖ National Center for Educational Accountability - Academic Excellence for 2001-2003 in elementary math
- ❖ Pathfinder School, 2002-2003
- ❖ Blue Ribbon School Nominee, 2004-2005

Claude Elementary encourages parent/community involvement. Everyone is welcome at our school. The parent and community volunteers come to the school to help in classrooms, tutor students, and read with students. Our students are excited to work with the volunteers and look forward to their time. The parents and community are invited to Open House in the fall, seasonal music programs, seasonal skits/plays, Veterans' Day program, Grandparents' Day luncheon, Fall Festival, Family Science Night, and monthly Parent Teacher Organization (PTO) meetings. Claude Elementary has a very active PTO that works hard to provide what the students and faculty need to succeed.

Claude Elementary is dedicated to the success, safety, and well being of our students each day. We believe every student can be successful when given the proper, positive atmosphere from a caring staff. Each staff member shows our children that they are loved with meaningful praise and hugs. Our vision/mission statement reflects this attitude: Through vision and commitment, Claude ISD will strive to achieve academic excellence and prepare each student to become a productive member of society.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessments

Claude Elementary gives numerous types of assessments that drive instruction. In third, fourth, and fifth grade, the Texas Assessment of Knowledge and Skills (TAKS) test is given to measure academic success. Third grade is tested on reading and math. Fourth grade is tested on reading, math, and writing and fifth grade is tested on reading, math, and science. The test is derived from the Texas Essential Knowledge and Skills (TEKS), our statewide curriculum. The TAKS test is aligned with the No Child Left Behind requirements. All students identified with learning disabilities by the Admission, Review, and Dismissal committee will be given either the TAKS, State Developed Alternative Assessment (SDAA), or Locally Developed Alternative Assessment (LDAA) as determined by the child's appropriate level. Limited English Speaking students are given the Reading Proficiency Test in English (RPTE) until achieving a level of mastery.

The Texas Primary Reading Inventory (TPRI) is given in the kindergarten, first, and second grade. Kindergarten gives their assessment twice a year -- middle and end of the year. First and second grade give their assessment three times a year -- beginning, middle, and end of the year. The TPRI assesses phonemic awareness, graphophonemic knowledge, comprehension, and fluency. In addition to the TPRI, kindergarten and first grade give the Observation Survey (OS). This assessment is given twice a year in kindergarten and three times a year in first grade. The students are tested over letter identification, concepts about print, word tests, writing, hearing and recording sounds, and reading leveled books. The teacher takes a running record while the student reads. This is an excellent way for the teacher to determine an appropriate success level and challenge level for each student. The OS assessment is a good indicator of a student's progress in reading and writing.

Additional assessments from SuccessMaker software (formerly known as CCC -- Computer Curriculum Corporation) are given to determine student levels in reading, math, and language arts areas for computer-generated programs. The students are assessed and begin working at each student's individual level. The students must show mastery before moving to a higher level. The STAR test is given twice a year to help teachers determine individual independent reading levels that are used in the Accelerated Reading program.

Each teacher assesses the students informally in math, phonics, spelling, grammar, reading, science, and social studies to determine mastery of elements. Each student who does not show mastery in targeted skills receives additional help from teachers and educational aides. Records are maintained by each classroom teacher and are shared with parents or other educators to monitor progress.

2. Using Assessment Data

In order to corroborate and increase student performance, Claude Elementary uses a variety of assessments.

- ❖ Kindergarten students are given the Texas Primary Reading Inventory (TPRI) twice a year while the first and second grade students take the assessment three times a year. The TPRI assesses word attack skills, reading fluency, and comprehension.
- ❖ Kindergarten students are given the Observation Survey (OS) twice a year while the first grade students are given the assessment three times a year. The information obtained from the OS helps the teacher to identify problems and observe progress in the essential reading skills. The students identified as at-risk from the OS assessment receive individualized intense tutoring from the educational aides and classroom teacher.
- ❖ Each student, first through fifth grade, takes the STAR reading test to identify the student's

instructional reading level. Individualized reading goals are established for each student based on his/her reading level and ability. This test is used in conjunction with our Accelerated Reading Program which rewards students based on individual achievement.

- ❖ Third through fifth grade assess the students by taking benchmark assessments in reading and math. Fourth grade gives an additional test on writing skills while fifth grade assesses science skills. Teachers and educational aides use this information to tutor at-risk students on identified needs.
- ❖ All students, third through fifth grade, are given release tests provided by Texas Education Agency periodically throughout the year. The teacher uses the results to identify areas needed for targeted instruction.
- ❖ Third through fifth grade students take the TAKS/SDAA state mandated test in reading and math. Fourth grade students take the TAKS/SDAA writing and fifth grade students take TAKS/SDAA science.

3. Communication

Information concerning student performance is communicated in a variety of ways to the parents and community.

- ❖ Kindergarten through fifth grade teachers send weekly newsletters and student folders home with the students. Information in the newsletters includes an overview of upcoming topics the teacher will address in class, weekly calendar of events, and highlights of student achievement and success. The student folders provide the student's weekly work and teacher comments. The parents sign and return the folders.
- ❖ Weekly newspaper articles in the local paper provide information to the community on school activities and events.
- ❖ The school website, www.claudeisd.net, is used to showcase our exemplary staff and students.
- ❖ Four nine-week Accelerated Reading Honor Rallies recognize each student's performance in individualized reading. At each rally, grade level teachers encourage students to achieve their reading goals by presenting skits or plays focusing on the importance of reading.
- ❖ Progress reports go home to every student, first through fifth grade, at each three-week period within each six-week cycle. Accelerated Reading student progress is included with the progress report.
- ❖ Parent conferences are scheduled to improve student success involving parent support. We realize the school cannot be successful without the help of parents. Kindergarten through third grade hold conferences twice a year and at the teacher's discretion or parent request. Fourth and fifth grade hold conferences at the teacher's discretion or parent request.
- ❖ Report cards are sent home with students each six weeks. The report cards are signed by the parent/guardian and returned to the teacher.
- ❖ Formal assessment scores are mailed to parents as they become available to the school.

4. Sharing Successes

Claude Elementary is open to any one who wants to visit our campus to observe our exemplary teaching practices. We have visited many schools over the years and have implemented outstanding programs and practices that have given support to our own programs. We have a variety of teaching

practices that meet the many individual needs of our student population. We attend in-service workshops and conferences at the Region 16 Educational Service Center in Amarillo to provide the most recent program information as a supplementary aide to help our staff. Our staff has attended numerous workshop presentations. Each teacher is required to have 12 hours each summer that relate to his/her teaching field. We coordinate with the education department at West Texas A & M University in Canyon, Texas, to provide guidance to their student teachers. Our elementary was selected to present at the Pathfinders Conference in El Paso, Texas. Members from the Texas Education Agency (TEA) came to our school to observe effective teaching practices. They selected several teachers to speak on Kindergarten and First Grade Writing techniques used in our system.

In sharing success with the community, a student honor assembly is held for recognition of academic, attendance, and extra curricular achievements. The parents and community members are invited to attend. Our newest accomplishment, the Blue Ribbon Schools Nomination, has been posted on the Claude ISD website.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Claude Elementary designs its curriculum based on the grade level Texas Essential Knowledge and Skills (TEKS) in each subject area. We feel that by using TEKS as our guide we can meet the requirements tested on the state mandated Texas Assessment of Knowledge and Skills (TAKS). The TEKS are composed of grade level specific objectives in English/language arts, reading, math, science, social studies, physical education, music, and technology. A variety of programs are applied in order to address the TEKS at each grade. We align our curriculum so each grade level builds on the previous year. This allows us to eliminate gaps in the learning cycle.

A firm foundation in reading is essential to understanding the other subject areas. The kindergarten through second grade emphasize a phonics based reading program so students learn to use sound/letter relationship, word attack skills, vowel pattern usage, comprehension, and fluency. Proficiency with skills essential for higher-level learning is the emphasis in third through fifth grade. Phonics skills are integrated with fluency and comprehension through novel studies and short excerpts from novels. Students are challenged through the Accelerated Reader Program (AR) to read nonfiction as well as fiction for both learning and pleasure.

The math TEKS and objectives are mastered through the use of Saxon Math (kindergarten through fifth grade), TAKS Target Boards (first through fifth), Step Up To TAKS (third through fifth), SuccessMaker math computer supplementation, and a variety of hands-on math manipulatives. Flash Master units have been placed in each classroom for reinforcing basic math skills as well as giving practice in use of technology. Educational aides are available to each classroom for student assistance.

Our Science and Social Studies curriculum and instruction is derived from a TEKS based basal program. Foss science lab kits and other related manipulatives are stored in a science closet that is available for use by all grade levels. Fifth grade students conduct an annual egg drop class competition in conjunction with their space unit. Elementary parents and students are invited to Science Night, which is presented by Claude Middle School science class students. A variety of hand-on science experiments are provided for parent and student participation. This reinforces skills that students are learning in their classrooms. For Social Studies, the fourth grade students construct replicas of the Alamo to exhibit at the Armstrong County Museum. Fifth grade students construct replicas of log cabins and display them in the school hallway.

Daily physical education and music classes help to round out the students overall education. The physical education curriculum is solely based on the TEKS, which emphasize skills in coordination, agility, and the physical development of all students. Coaches organize skill demonstrations for high

school football and basketball halftime shows. The music curriculum exposes students to a variety of musical compositions. The students perform three music programs annually for parents and the community.

The students attend computer lab each day for instruction related to the technology TEKS and supplemented with SuccessMaker math, language arts, and reading programs.

The staff at Claude Elementary is devoted to implementing individualized instruction and curriculum for all students to reach their highest potential.

2. Reading Curriculum

Claude Elementary builds its reading curriculum on programs that follow the TEKS objectives. These include guided reading practices with leveled books (Fountas & Pinnell, Guided Reading), Leap Frog, Saxon Phonics, Accelerated Reader, Step Up to TAKS, SuccessMaker reading lab, and novel studies. Students identified with dyslexia receive supplemental instruction through Alphabet Phonics and the Lexia computer program. Kindergarten through second grade teachers utilize the leveled literacy closets for guided reading in ability based groups as well as Saxon Phonics, Leap Frog, and SuccessMaker reading. First through fifth grade students participate in the Accelerated Reader program. Students are allowed 30 to 45 minutes per day for TWI (to, with, independent) reading. Individual Accelerated Reader (AR) goals are set for students based on results of the STAR test and independent teacher observations. Students are recognized in an AR celebration for goal achievement every nine weeks. At the end of the year an activity is scheduled for students who have attained their AR reading goal. The SuccessMaker reading computer program is used by all grade levels to monitor mastery. Third through fifth grade teachers incorporate Step Up to TAKS and novel studies. Step Up to TAKS is a program designed to familiarize students with the TAKS testing format and to monitor progress in reading, math, writing, and science. Additional support is provided to the students through educational aides, and parent/community/high school reading tutor volunteers. Students are given the opportunity to check books out of the school library daily.

3. Writing Curriculum

Writing has become a targeted area for state mandated testing. Therefore, Claude Elementary has put an emphasis on the importance of student writing beginning with our kindergarten students. Writing TEKS are the basis of our program and we supplement it with Randi Whitney's Writing Academy techniques. These techniques include the six traits of writing: ideas, sentence fluency, voice, word choice, organization, and conventions. These traits help teachers prioritize, focus, and individualize their writing instruction. In kindergarten and first grade, guided writing and interactive writing takes place. Interactive and independent writing occurs in second grade. Daily writing occurs in the classroom through journal writing, writer's workshop, and cross-curricular writing in math and science. We see the connection between good readers and writers and feel that they go hand-in-hand in the learning process. Writing instruction incorporates grammatical training so students are able to write compositions tested at fourth grade on the TAKS test. These skills carry over into upper level testing and the life long ability to communicate with others through writing. Student composed stories are displayed in the hall and in the classrooms. One of our fourth grade students was recognized in 2003-2004 by the Daughters of the Republic of Texas as winner of its statewide essay competition. Fifth grade participated in a Scholastic contest in which the students published their own book by writing the text, drawing the pictures that were then scanned to the computer and colored using KidPix software, and finally, binding the book. The book was entitled, The Smeltingburg Talent Show. Claude Elementary is very proud of our students for their achievements and mastery in writing.

4. Improving Student Learning

Various assessments and instructional methods are implemented at Claude Elementary for early identification and intervention of students at-risk. The Texas Primary Reading Inventory (TPRI) test is administered three times a year by the first and second grade teachers and twice a year by the kindergarten teachers. This assessment shows teachers the areas that a student is “developed” or “still developing” in graphophonemic knowledge, phonemic awareness, comprehension, and fluency. Students that are considered “still developing” are identified as at-risk. These students receive specific, leveled intervention for their areas of need. We offer morning or afternoon tutorials with the classroom teacher and one-on-one/small group assistance from the educational aides during the school day. The teachers also notify the parents of their child’s assessment results and meet to go over the intervention plan. All students still receive their daily phonics and reading lessons from their classroom teacher. The kindergarten and first grade teachers also use the Observation Summary (OS) test to determine appropriate reading levels for each student so they will be challenged and become successful readers. The Accelerated Reader (AR) program is also used to improve student reading. Each teacher has individual student AR reading time built into their daily schedule ranging from thirty to forty-five minutes in second through fifth grades. Kindergarten and first grade use the same amount of reading time but their time is mainly spent reading to the students or buddy reading with each other. The elementary also has weekly volunteers from the community that read with the students individually. Because not all students receive one-on-one reading time at home, the students enjoy their individual attention with the volunteers. Teachers see the improvement in each child’s reading ability and confidence level.

Teachers also use other assessments, such as the STAR placement test to identify the appropriate reading level for each student in our AR program, Step Up to TAKS practices in reading, math, writing, and science, SuccessMaker reading, math, and language labs in computer, and Flashmaster math fact units. All of these assessment programs are necessary in order for the teachers to make sure students are being instructed according to the skills they have not acquired.

Claude ISD provides the parents and community with an early childhood screening for the Preschool Program for Children with Disabilities (PPCD). Students may begin our PPCD class as early as 3 years old and stay until they are kindergarten age. The students that attend this class are given the tools to be successful in their challenges as they begin their school adventure. Occupational and speech therapists assist the students and teachers. Our PPCD teachers work with our Region 16 service center for help with certain student disabilities to make sure student goals are met.

The staff works diligently so that “No Child IS Left Behind” and to ensure academic success for all learners.

5. Staff Development

The goal of Claude Elementary has been to improve student skills in all areas with a major emphasis on reading, writing, and math areas. We feel that developing good reading, writing, and math teaching skills will help us enable our students to be successful throughout their lives in all areas of learning. Our staff development has been driven by teacher interest in improving teaching skills related to the core subjects.

To address the reading and writing improvement, we used several staff development training programs. All teachers received Accelerated Reader instruction. This training helped them to guide students at their individual reading level. The Texas Reading Academy was attended by all kindergarten through fourth grade teachers. Instructional techniques and materials were provided to each teacher so she could individualize the reading program in her classroom to best meet student needs. Guided Reading training was given to kindergarten through second grade teachers to help them connect reading with other curriculum areas. Since good readers and writers are so closely connected, all grade level teachers attended Randi Whitney’s Writing Academy. This training helped incorporate innovative writing techniques into each grade’s curriculum, and it also gave a program that spirals through the elementary

curriculum. Fourth grade teachers attended Cheryl Cox Workshops in reading, writing, and math, which gave them additional activities to reinforce and expand basic skills.

The fifth grade teachers attended the Texas Math Academy that focused on successful math strategies, practice, and materials. This guidance helped them in preparing students for the TAKS math testing.

Third, fourth, and fifth grade teachers attended science workshops to learn effective strategies for the TAKS science assessment. This assistance aided in spiraling the science curriculum to provide incremental instruction.

The entire elementary staff attended the At-Risk Conference presented by Region 16 Educational Service Center (ESC) in Amarillo. They were given valuable techniques to use in identifying and aiding students who are at-risk of failing academically. Our student population has children who provide a challenge when it comes to identifying as at-risk because the diversification is mainly economical. We strive to expand the experiences that are lacking in some of the lower economic children.

All teachers received technology training in the SuccessMaker lab, which enables them to utilize individual student reports in their planning.

Since our paraprofessionals work with all children, they received training in effective classroom management techniques through Region 16 ESC.

We know the value of observing other teachers using effective practices, so we have visited other elementary schools using productive techniques.

The staff has the option to request training and staff development in areas of need or concern. By attending workshops on current teaching practices, our teachers are able to stay focused on student achievement and growth.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 3 Test Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year 2004 Publisher Texas Education Agency

	TAKS 2003-04	TAKS 2002-03	TAKS 2001-02	TAAS 2000-01	TAAS 1999-00
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	52%	37%	NA	NA	NA
(TAKS) % Met Standard	96%	90%	NA	NA	NA
(TAAS) % Met Minimum Standard	NA	NA	94%	100%	96%
Number of students tested	25	33	18	28	28
Percent of total students tested	89%	94%	90%	100%	97%
Number of students alternatively assessed	2	2	2	0	1
Percent of students alternatively assessed	11%	6%	10%	0%	3%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	58%	23%	NA	NA	NA
(TAKS) % Met Standard	100%	77%	NA	NA	NA
(TAAS) % Met Minimum Standard	NA	NA	83%	100%	88%
Number of students tested	12	13	6	11	8
2. White					
(TAKS) % Commended Performance	50%	37%	NA	NA	NA
(TAKS) % Met Standard	96%	90%	NA	NA	NA
(TAAS) % Met Minimum Standard	NA	NA	94%	100%	96%
Number of students tested	24	32	18	26	27
STATE SCORES					
(TAKS) % At or above Commended	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % At Advanced	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year 2004 Publisher Texas Education Agency

	TAKS 2003-04	TAKS 2002-03	TAAS 2001-02	TAAS 2000-01	TAAS 1999-00
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	42%	24%	NA	NA	NA
(TAKS) % Met Standard	100%	97%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	95%	100%	96%
Number of students tested	26	33	20	28	28
Percent of total students tested	93%	97%	100%	100%	97%
Number of students alternatively assessed	2	1	0	0	1
Percent of students alternatively assessed	7%	3%	0%	0%	3%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	31%	31%	NA	NA	NA
(TAKS) % Met Standard	100%	92%	NA	NA	NA
(TAAS) % Met Minimum Standard	NA	NA	86%	100%	75%
Number of students tested	13%	13%	7	11	8
2. White					
(TAKS) % Commended Performance	44%	23%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	95%	100%	93%
Number of students tested	25	31	20	26	27
STATE SCORES					
(TAKS) % At or above Commended	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % At Advanced	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3rd grade reading test, they are not promoted to the next grade.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 4 Test Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year 2004 Publisher Texas Education Agency

	TAKS 2003-04	TAKS 2002-03	TAAS 2001-02	TAAS 2000-01	TAAS 1999-00
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	38%	30%	NA	NA	NA
(TAKS) % Met Standard	97%	100%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	100%	96%	94%
Number of students tested	37	20	28	26	33
Percent of total students tested	90%	83%	100%	96%	94%
Number of students alternatively assessed	4	4	0	0	2
Percent of students alternatively assessed	10%	17%	0%	0%	6%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	25%	14%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standard	NA	NA	100%	83%	83%
Number of students tested	20	7	9	6	12
2. White					
(TAKS) % Commended Performance	36%	30%	NA	NA	NA
(TAKS) % Met Standard	97%	100%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	100%	96%	94%
Number of students tested	36	20	25	25	31
STATE SCORES					
(TAKS) % At or above Commended	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % At Advanced	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 4 Test Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year 2004 Publisher Texas Education Agency

	TAKS 2003-04	TAKS 2002-03	TAAS 2001-02	TAAS 2000-01	TAAS 1999-00
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	16%	23%	NA	NA	NA
(TAKS) % Met Standard	95%	100%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	100%	100%	100%
Number of students tested	37	22	28	25	31
Percent of total students tested	90%	92%	100%	93%	94%
Number of students alternatively assessed	4	2	0	1	2
Percent of students alternatively assessed	10%	8%	0%	7%	6%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	15%	22%	NA	NA	NA
(TAKS) % Met Standard	95%	100%	NA	NA	NA
(TAAS) % Met Minimum Standard	NA	NA	100%	100%	100%
Number of students tested	20	9	9	5	11
2. White					
(TAKS) % Commended Performance	17%	23%	NA	NA	NA
(TAKS) % Met Standard	94%	100%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	100%	100%	100%
Number of students tested	36	22	25	24	29
STATE SCORES					
(TAKS) % At or above Commended	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % At Advanced	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

PART VII - ASSESSMENT RESULTS

Subject Writing Grade 4 Test Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year 2004 Publisher Texas Education Agency

	TAKS 2003-04	TAKS 2002-03	TAAS 2001-02	TAAS 2000-01	TAAS 1999-00
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	31%	10%	NA	NA	NA
(TAKS) % Met Standard	100%	79%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	92%	100%	97%
Number of students tested	32	20	26	27	35
Percent of total students tested	78%	83%	93%	100%	97%
Number of students alternatively assessed	9	4	2	0	1
Percent of students alternatively assessed	22%	17%	7%	0%	3%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	18%	14%	NA	NA	NA
(TAKS) % Met Standard	100%	57%	NA	NA	NA
(TAAS) % Met Minimum Standard	NA	NA	89%	100%	92%
Number of students tested	17	7	9	6	13
2. White					
(TAKS) % Commended Performance	32%	100%	NA	NA	NA
(TAKS) % Met Standard	100%	75%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	96%	100%	100%
Number of students tested	31	20	23	26	33
STATE SCORES					
(TAKS) % At or above Commended	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % At Advanced	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 5 Test Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year 2004 Publisher Texas Education Agency

	TAKS 2003-04	TAKS 2002-03	TAAS 2001-02	TAAS 2000-01	TAAS 1999-00
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	45%	29%	NA	NA	NA
(TAKS) % Met Standard	100%	94%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	100%	93%	92%
Number of students tested	22	31	25	31	26
Percent of total students tested	79%	97%	93%	94%	93%
Number of students alternatively assessed	6	1	1	2	2
Percent of students alternatively assessed	21%	3%	7%	6%	7%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	45%	29%	NA	NA	NA
(TAKS) % Met Standard	100%	93%	NA	NA	NA
(TAAS) % Met Minimum Standard	NA	NA	100%	86%	78%
Number of students tested	11	14	4	14	9
2. White					
(TAKS) % Commended Performance	48%	29%	NA	NA	NA
(TAKS) % Met Standard	100%	93%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	100%	100%	92%
Number of students tested	21	28	24	28	25
STATE SCORES					
(TAKS) % At or above Commended	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % At Advanced	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 5 Test Texas Assessment of Knowledge and Skills (TAKS)

	TAKS 2003-04	TAKS 2002-03	TAAS 2001-02	TAAS 2000-01	TAAS 1999-00
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	58%	29%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	100%	93%	92%
Number of students tested	24	31	25	32	28
Percent of total students tested	86%	97%	93%	97%	100%
Number of students alternatively assessed	4	1	1	1	0
Percent of students alternatively assessed	14%	3%	7%	3%	0%
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	62%	29%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS) % Met Minimum Standard	NA	NA	100%	93%	82%
Number of students tested	13	14	4	14	11
2. White					
(TAKS) % Commended Performance	57%	32%	NA	NA	NA
(TAKS) % Met Standard	100%	100%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	100%	97%	96%
Number of students tested	23	28	24	29	26
STATE SCORES					
(TAKS) % At or above Commended	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % At Advanced	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.

PART VII - ASSESSMENT RESULTS

Subject Science Grade 5 Test Texas Assessment of Knowledge and Skills (TAKS)

	TAKS 2003-04	TAKS 2002-03	TAAS 2001-02	TAAS 2000-01	TAAS 1999-00
Testing month	Mar/Apr	Mar/Apr	April	April	April
SCHOOL SCORES					
(TAKS) % Commended Performance	33%	3%	NA	NA	NA
(TAKS) % Met Standard	96%	90%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	NA	NA	NA
Number of students tested	27	32	NA	NA	NA
Percent of total students tested	96%	100%	NA	NA	NA
Number of students alternatively assessed	1	0	NA	NA	NA
Percent of students alternatively assessed	4%	0%	NA	NA	NA
SUBGROUP SCORES					
1. Economically Disadvantaged					
(TAKS) % Commended Performance	40%	0%	NA	NA	NA
(TAKS) % Met Standard	93%	87%	NA	NA	NA
(TAAS) % Met Minimum Standard	NA	NA	NA	NA	NA
Number of students tested	15	15	NA	NA	NA
2. White					
(TAKS) % Commended Performance	35%	4%	NA	NA	NA
(TAKS) % Met Standard	96%	93%	NA	NA	NA
(TAAS)% Met Minimum Standard	NA	NA	NA	NA	NA
Number of students tested	26	28	NA	NA	NA
STATE SCORES					
(TAKS) % At or above Commended	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % At Advanced	NA	NA	87%	86%	87%

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, the test changed from the Texas Assessment of Academic Skills to the much more rigorous Texas Assessment of Knowledge and Skills. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause the data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students do not pass the 3rd grade reading test, they are not promoted to the next grade.